

FIRST STATE MONTESSORI ACADEMY

ANNUAL REPORT

2020-2021



**1000 North French Street,
Wilmington, DE 19801
Phone:(302) 576-1500**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	First State Montessori Academy
Year School Opened	2014
Enrollment 2020-2021 ¹	604
Approved Enrollment	626
School Address	1000 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	http://firststatemontessori.org/
Name of School Leader	Courtney Fox
School Leader Email and Phone Number	courtney.fox@fsma.k12.de.us (302) 576-1500
Name of Board President	Meghan Newberry
<p>Mission Statement: The mission of the First State Montessori Academy is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 8th grade.</p> <p>First State Montessori Academy will provide parents and students with an authentic, time-tested, Montessori education in a public school. We believe that the creation of a Montessori public school in New Castle County, DE will improve student learning, allow for greater choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.</p>	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 ¹
Total Enrollment	604
# of Students on Waiting List	643
Gender	
% Male	46.36%
% Female	53.64%
Ethnicity/Race	
% African American	16.89%
% American Indian	0.50%
% Asian	3.48%
% Hispanic/Latino	1.99%
% White	70.53%
% Multiracial	6.62%
Special Populations	
%Special Education ²	10.76%
% English Language Learners	1.16%
% Low-Income	12.09%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
Dec 2013	Minor - increase enrollment from 241-169 (effective 2014-15)	Approved
Jun 2015	Major - relocate school site	Approved
Dec 2015	Major - increase enrollment; add grades 7 and 8; additional school building	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	78	78
Grade 1	78	79
Grade 2	78	77
Grade 3	78	78
Grade 4	76	69
Grade 5	74	78
Grade 6	68	50
Grade 7	54	51
Grade 8	42	44
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	626	604

FSMA was scheduled to add a new classroom in the 20-21 school year, but with approval from the Charter School Office, determined that delaying this planned growth was appropriate due to the pandemic.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	First State Montessori Academy	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	78	97.50%
Grade 2	67	91.78%
Grade 3	75	91.46%
Grade 4	68	93.15%
Grade 5	78	96.30%
Grade 6	49	80.33%
Grade 7	50	90.91%
Grade 8	44	91.67%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	510	92.22%

** School entry grade level. Reenrollment data not collected for this grade level.

FSMA continues to have strong retention rates overall. The one grade level that we consistently see a lower percentage is 6th grade. Because our surrounding schools typically start middle school in 6th grade, we do see students consider other options at this time. FSMA has created a plan to increase education about our middle school program in the subsequent years.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at: [Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments: First State Montessori Academy has analyzed the data on the state report card. The attached document (state report card comparison) shows how FSMA ranks in comparison to other New Castle County schools.

FSMA recognizes the limits of the state report card data as less than 50% of our students completed the assessment. FSMA has reviewed our local data as well in order to have a full understanding of how our students have been impacted by the pandemic and progressed over the 20-21 school year.

FSMA has reviewed the assessment results of hybrid and virtual students and did not see any notable difference.

Performance Agreement

Academic Performance Expectations

First State Montessori Academy's 2017-18 overall academic ratings are: Meets Standard

- Academic Achievement: Meets Standard
- Growth: Exceeds Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Meets Standard

By September 2022, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments: FSMA is on track to meet our goal as we have consistently received "meets" or "exceeds" on the above measures.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

School Comments: All data to support FSMA's meeting of the mission specific goal has been previously submitted to the charter school office.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

First State Montessori Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: N/A

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments: N/A

c) Address any measure where school did not meet standard or is approaching standard.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

First State Montessori Academy's overall organizational rating is "Meets.". By September 2022, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments: FSMA is on track to meet our goal as we have consistently received "meets" or "exceeds" on the above measures.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

□

First + Last Name	Role/Title	Term Begin Date	Term End Date	Financial Training Date	Board Governance Training Date*
DaWayne Sims	At-Large Director	6/1/2016	5/23/2018	8/20/2015	6/1/2019
	Chair	5/23/2018	10/22/2020		
Angela Angeny	At-Large Director	3/26/2015	5/23/2018	3/30/2017	6/1/2019
	Vice Chair	5/23/2018	10/22/2020		
Jed Donahue	At-Large Director	3/26/2015	5/23/2018	3/30/2017	6/1/2019
	At-Large Director	5/23/2018	10/22/2020		
Zeke Allinson	At-Large Director	3/26/2015	5/23/2018	8/2/2015	6/1/2019
	Treasurer	5/23/2018	10/22/2020		
Meghan Newberry	Chair	10/22/2020	2024 Annual Meeting	5/4/2020	6/1/2019
	At-Large Director	5/23/2018	10/22/2020		
Janine Salomone	Vice Chair	10/22/2020	2023 Annual Meeting	10/2/2017	6/1/2019
	At-Large Director	5/23/2017	10/22/2020		
Loren Holland	At-Large Director	5/30/2019	10/22/2020	5/14/2020	6/1/2019
	Secretary	10/22/2020	2022 Annual Meeting		
Rebecca Phillips	At-Large Director	5/30/2019	2022 Annual Meeting	5/7/2020	6/1/2019
Michael Reilly	At-Large Director	5/23/2018	6/24/2021	4/26/2020	6/1/2019
	At-Large Director	6/24/2021	2024 Annual Meeting		
Sarah Nagle	At-Large Director	5/23/2018	6/24/2021	5/6/2020	6/1/2019
	At-Large Director	6/24/2021	2024 Annual Meeting		
Sara Stabb	Teacher Director	5/23/2018	6/24/2021	5/8/2020	6/1/2019
	Teacher Director	6/24/2021	12/31/2021		
Natalie Marchiani	Teacher Director	1/25/2018	10/22/2020	4/13/2020	6/1/2019
	Teacher Director	10/22/2020	6/15/2021	4/13/2020	6/1/2019
Courtney Loughney	Parent Director	5/23/2018	3/25/2021	5/22/2020	6/1/2019
Matt Petrin	At-Large Director	10/22/2020	2023 Annual Meeting	10/11/2019	2/8/2021
	Treasurer	3/25/2021	2023 Annual Meeting		
Avery Stewart	At-Large Director	10/22/2020	2023 Annual Meeting	Credentials Pending	

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Courtney	Fox	Head of School	11/21/2013
Liz	Madden	Teacher Representative	9/29/2014
Richard	Riggs	DOE Representative	11/30/2015
Robbie	Smith	Community Member/ Chair	10/24/2017
Deb	Wishnow	Staff Member/ Finance Secretary	Summer 2018
Michelle	Treisner	Teacher Representative	10/20/20
Matt	Petrin	Board Treasurer	10/11/19
Rob	Tice	Parent/Community Member	10/24/17

School Comments:

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
81.3	26	32

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: FSMA has 60 teachers who work in a full and part time capacity. Of this number, 54 remained at FSMA. Our teacher retention rate, when including all teachers, is 90%. Of the 6 teachers who left FSMA the reasons for leaving were –moving out of state (2), retirement (2) and resignation (2). FSMA understands the need to value our teachers and thus our board of directors recently approved a new salary scale that puts FSMA ahead of all charters and all but one district in Delaware. We believe that a positive work environment in conjunction with competitive pay will greatly minimize teacher attrition and attract teachers to FSMA.

b) Describe how the school's professional development plans support teachers and leadership.

School Comments: FSMA supports all interested staff in obtaining their Montessori certification and Responsive Classroom training. FSMA provides funding for teachers to attend these trainings and releases them as needed. In addition, FSMA's PTO financially supports sending staff members to the American Montessori Conference each year.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2020-2021	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: N/A

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments: In purchasing our buildings, FSMA has been able to positively impact our financial outlook. In addition, FSMA continues to conservatively budget and spend in order to ensure we can meet all of our financial obligations.

c) Address any measure where school did not meet standard or is approaching standard

Performance Agreement

Financial Performance Expectations

First State Montessori Academy's overall financial rating is "Meets.". By September 2022, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments: FSMA is on track to meet our goal as we have consistently received "meets" or "exceeds" on the above measures.

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- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: N/A

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).


School Comments:

- FSMA has fully implemented a Montessori Elementary (ages 6-9) and (ages 9-12) as well as Montessori Middle School (ages 12-14) / These programs utilized multi-age classrooms and individualized instruction because we know that each child learns at his/her own pace and will be ready for any given lesson in his/her own time, not on the teacher's schedule of lessons. In a mixed-age class, children can always find peers who are working at their current level. Children normally stay in the same class for two years. With half of the class returning each year, the classroom culture tends to remain quite stable. Also, working in one class for two years allows students to develop a strong sense of community with their classmates and teachers.
 - FSMA has created a unique 6th grade program that transitions students from elementary to middle school by giving them experiences with some of the social and academic components they will encounter in Middle School.
 - FSMA's staffing model is unique. FSMA has 2 certified teachers in every classroom and within that, at least one (and in many cases, both) are Montessori trained and certified staff members. FSMA ensures that every educator is delivering an authentic Montessori education and provides support, guidance, and professional development throughout the year.
 - FSMA classrooms are designed with purpose, in alignment with Montessori core values. The prepared environment of the Montessori class is a learning laboratory in which children are allowed to explore, discover, and select their own work. The independence that the children gain is not only empowering on a social and emotional basis, but it is also intrinsically involved with helping them become comfortable and confident in their ability to master the environment, ask questions, puzzle out the answer, and learn without needing to be "spoon-fed" by an adult.
 - FSMA teachers are trained in the Responsive Classroom Approach. Aligned with Montessori, this training helps teachers respond appropriately to individual student needs both academically and socially. FSMA utilizes this approach in our proactive and reactive approach to discipline to ensure consistency, fairness and equity for everyone.
 - FSMA's Anti-Bias, Anti-Racism Team has not only responded to national current events but has created a curriculum for our staff to use. Each classroom is exploring identity, racism, and other age-appropriate topics.
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VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	First State Montessori Academy
Location:	1000 N. French St. Wilmington DE 19801

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

 12/3/2021
Signature: Chairperson of Board of Directors (or designated signatory authority) Date

Print/Type Name:	Meghan Newberry
Title (if designated):	Board Chair
Date of approval by board of directors:	12/2/2021

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.